Testing Services at WSU

A Special Initiative Award Project
Submitted by:

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The purpose of this SIA project was to investigate the need for a tutoring center at WSU. The activities undertaken to meet this purpose focused on four goals: to ascertain what testing services are currently offered on campus; to determine any undermet or unmet testing needs; to investigate testing center models; and finally to make recommendations for improving or expanding services. These activities included:

- Conducting an extensive review of websites of college testing centers throughout the country
- Conducting site visits at Metro State University, U-W La Crosse, and U-W Osh Kosh
- Becoming a member of the National College Testing Association (NCTA)
- Actively participating in the NCTA list serve
- Contacting Larry Holstad, Athletic Director
- Surveying student athletes in Orientation class and at study tables
- Requesting input from Academic Deans
- Requesting input from all department chairs
- Meeting with A2C2
- Requesting input from Graduate Council
- Meeting with Kathryn Sullivan, Distance Learning Test Proctoring
- Meeting with Counseling Center Staff
- Meeting with Susan Hatfield, Director of Assessment
- Meeting with Barbara Oertel regarding placement tests
- Attending Accuplacer New Platform Training
- Contacting The College Board regarding CLEP exams
- Contacting ETS regarding GRE exams
- Meeting with Lillian Ramos regarding Foreign Language Placement Exams
- Meeting with Carl Stange to discuss DSST testing
- Meeting with admissions counselors to discuss timing of foreign lang. placement testing for new students.
- Meeting with Disability Resource Center staff
- Meeting with Ken Graetz, Director of E-Learning
- Meeting with Judy Piel, ACT and Praxis Testing Coordinator
- Meeting with C.K. Kwai regarding testing needs of International Students
- Meeting with Ditlev Larsen regarding English Placement exams for International Students
- Contacting the Communication Studies Department regarding 191 Test Out
- Contacting the RCTC Testing Center Staff
- Meeting with Tom Hill regarding camera monitoring system
- Contacting Steve Heftman from IT regarding technical capabilities of computer in Library electronic classroom
- Meeting with Library faculty to discuss use of space for testing
Current Status of Testing Services at WSU

Early in this project, it became evident that testing services are currently offered through a wide variety of programs and offices throughout campus.

- Counseling Center offer the Residual ACT, proctors exams yearly in Rochester. for the Nursing program, administers the Discover Interest Inventory, and processes CLEP exam scores.
- Counselor Education administers comprehensive exams to their graduate students and a National Licensing exam.
- Integrated Media Services provides equipment for scoring of objective (ScanTron) tests.
- Admissions proctors the DSST exam, which is a credit-by-exam test utilized largely by those in the military. WSU does not currently grant credit for successful completion of these exams.
- Housing administers the ACT and Praxis on national test dates.
- Librarians proctor exams for distance learners.
- Education Department administers the Writing Clearance.
- Advising and Retention administers Math and English Placement Exams, and Testing Accommodations for students with disabilities through the DRC.
- English Department provides English placement exams for International Students, and comprehensive exams for their graduate students.
- Foreign Language Department Office offers placement exams in French, German, and Spanish.
- Various departments offer Test-Out or Credit by Exam, most noticeable CMST 191 Test Out and Foreign Language Credit by Exam.

In general, this decentralized makes it difficult for the campus community to be fully informed on the variety of testing services available. Unfortunately, I discovered several instances where faculty or staff seemed to be uninformed or misinformed of the testing services offered within their own department or office, and a strong lack of cross-department communication about testing. As we move to Integrated Academic Services, it will be especially important that this information be easily available.
Unmet/Undermet Testing Needs at WSU

Although WSU rewards credits though the College Level Examination Program (CLEP), the exam is not currently offered in Winona, and the opportunity to earn credits through CLEP is under-publicized. CLEP offers the opportunity for students to demonstrate college-level achievement through a program of 34 exams in undergraduate college courses (WSU currently offers credits for 21 of these exams). Earning credit through CLEP exams allows students to reduce time-to-degree and overall educational costs. In fact, CLEP is seen as such a valuable tool that the legislature has set aside funds in both the current and upcoming budgets to reimburse public or nonpublic high school students for CLEP fees when a student successfully completes college-level courses in the subject matter of the exam in high school. In addition to serving WSU students, offering the CLEP is also a valuable service to the community. Currently area high school students who take the CLEP: need to travel to Rochester or La Crosse. Furthermore, the MnSCU Board of Trustees Action Plan calls to increase Corporate Learning. One measure for this goal is to increase the number of adult learners. Earning credit through CLEP exams may be especially useful to these adult learners as a way to demonstrate their existing knowledge in a subject without having to take a course.

The WSU Graduate Council expressed a strong interest in having the Graduate Record Exam (GRE) offered at WSU. However, Educational Testing Services indicated they do not see a compelling need for a testing center at WSU because the pen and paper test is offered at St. Mary’s. Students who wish to take the computer based test can travel to La Crosse or Rochester. I passed this information on to the Graduate Council. Another area of consideration is proctoring of Comprehensive or Licensure exams, which
may be scheduled at odd times. Counselor Education currently relies on Emeriti
volunteers to proctor their nationally normed comprehensive exams. While volunteers
are wonderful, the scheduling can be a challenge, and Counselor Education indicated it
would be beneficial to have testing staff to do the proctoring. One of the exams falls on a
Saturday, and if a faculty member proctors it, the department needs to provide a duty day,
which is very expensive.

Foreign Language Placement exams have not historically been easily available to
new students before they register in June. Therefore, students who register for a foreign
language class their first semester are forced to base their class choice on a rule of thumb
(two years of high school foreign language is equivalent to one semester at WSU).
Placement in the right course is extremely important, students who take too easy of a
course are wasting the opportunity to take a higher level course and then buy back credits
for the lower-level course, which would save them a significant amount of time and
money. Students who take too difficult of a course set themselves up for frustration and
failure, which is far from the ideal first semester experience. It would be much better to
make it convenient for students to take the placement exam before they register. In light
of this, the Foreign Language Department has agreed to staff their lab for a short time in
the evenings during the week of June Registration. While this is a step in the right
direction, the lab has only two computer stations; therefore, only approximately 24 of the
1200 students will be able to take the exam during the week.

The number of students seeking assistance from the Disability Resource Center
(DRC) has more than tripled in the last decade. Twenty-five percent of the students
utilizing testing accommodations at the Disability Resource Center require low-level
accommodations; namely extended test time and a low distraction testing environment. The DRC is at capacity during peak testing times and would benefit from help with overflow.

Another area of concern regarding testing is the difficulty of restricting cheating during unproctored on-line tests. This is especially problematic at residential campuses, such as ours, where the students have a strong network. Even in a timed, highly restricted testing situation, students are simply able to gather in a large room with wireless and take the exam at the same time, sharing answers. This is a problem that would require an extremely large testing center to resolve. A more practical solution is the one utilized by Alex Gallegos when teaching on-line Economics courses. Students are informed when they register for class that they will need to come to campus at predetermined days and times to take the exams. Students who are truly distance learners and unable to travel to Winona for exams have the option of finding a test proctor near them.

There are no make-up exam services currently available on campus. All of the faculty contacted in the course of this project, including the members of A2C2, supported the need for such a service. When a faculty member deems that a make-up exam is warranted, the current options for proctoring the exam are largely unsatisfactory. For example, if a faculty member uses some of their office hours to meet a student in an empty classroom or conference room to proctor a test, this renders them unavailable to the rest of their students for a significant proportion of their weekly office hours. If the faculty member has the student take the test in their office, (or given the size of many faculty offices, the hallway outside the office) the student is taking the exam in a
potentially noisy and highly distracting environment with the professor receiving frequent phone calls and visits from other students. Additionally, students may have time conflicts with the office hours, and while many faculty members are willing to arrange an additional time, sometimes busy schedules make this impossible. Another common option is to have the student take the exam in a department office, which can be similarly distracting and also puts the clerical staff member in the position of having to proctor a test, in addition to their other responsibilities, which may lead to a lack of adequate monitoring of the student. The lack of satisfactory options make some faculty reluctant to allow any make-up exams. This is unfortunate, especially in the case of student athletes. According to Larry Holstad, when an athlete is not allowed to take a test early in order to leave for an away game, the team is forced to utilize a van to transport the student at a later time, at considerable cost and inconvenience. While it is difficult to quantify the demand for make-up testing (faculty do not keep records of requests), the number of make-up tests administer at testing centers at other institutions indicates a need. For example, Metro State proctored 570 make-up exams last year, and UW-Osh Kosh proctored 2,157.

In addition to make-up testing, some faculty expressed a desire to have a convenient way to offer extended test time to students who aren’t eligible for the accommodations through the Disability Resource Center. The most common example is English Language Learners. International Students may be able to more accurately demonstrate their mastery of the course content if they were allowed more time to take the test, because processing information in a second (or perhaps third or fourth!) language simply takes longer. However, the logistics of offering students extended time are
difficult. Because classroom space is so limited, it is often not possible to just allow students to come early or stay late. Therefore, the faculty member has to make other arrangements, and run into the same difficulties as when proctoring make-up exams.

A last area of concern is placement testing. Effective this year, MnSCU institutions must begin using Accuplacer, a web-based placement exam. The exam must be proctored, so students cannot take the exam at home. This creates difficulty for laptop universities that do not have large computer labs. Luckily, not all students will need to take the exam because ACT scores can also be used for placement. However, students who are not satisfied with the placement based on ACT, or do not have ACT scores (non-traditional students) will need to take Accuplacer. There is also an expectation that all MnSCU institutions will proctor these exams for students admitted to other schools in the system. Most new WSU students will take the exam during June Registration. However, there will be a need for on-going, small-scale testing throughout the year to allow students to make informed decisions before registering for classes. The current system, with pencil and paper tests has set testing dates, approximately four a semester, and students who missed those dates enroll in courses without the advantage of placement information. This has been especially problematic for Adult Entry Program (AEP) students. Because the AEP has an open-enrollment policy, many of the students admitted may need developmental courses. However, unless these students take the placement exams right away, they are unaware of their lack of adequate preparation, and are, in essence, set up to fail. This is an important retention issue because as competition for the diminishing number of traditional age student increases, more attention needs to be paid to the needs of non-traditional students. A focused effort should be made to have AEP
students take the placement exam immediately after admittance and then meet with an advisor to discuss their results. Providing adult students timely information to make a good decision about the educational career is the right thing to do, both for the individual and the institution. Because students should take the placement exams before they register, they will not have their own laptops. Therefore, the test needs to be administered in a room with computers.

**Models of Providing Testing Services**

Any discussion of best practices in post-secondary testing will rely heavily upon the work of the National College Testing Association (NCTA). NCTA is an organization of over 1000 members that seeks to enhance professional testing practices, offer opportunities for professional development, encourage professional support activities, and advance collaborative efforts among testing professionals, testing companies, and other policy-making agencies. The organization has developed professional standards and guidelines, which are included in full at the end of this report; a Wiki; and a very active mailing list that boast participation by over 90% of the members. This is an invaluable resource to those developing or providing testing services and details the myriad of factors to consider when seeking to provide exemplary services. These factors vary widely, from how to best secure tests, to developing contracts with testing companies, to what kind of headphones work best to block out noise, to whether or not to allow testers to use the restroom once an exam has begun. By utilizing this resource, many potential pitfalls can be avoided when offering testing services.

Testing Centers come in a wide variety of shapes and sizes. The majority, it appears, are part of Student Affairs. Some Testing Centers are stand alone programs
(UW-Osh Kosh), many others are affiliated with counseling centers (UW-La Crosse, Moorehead and Mankato), or tutoring centers (Metro State, Southeast Technical—Winona, Western Technical College), or even the Workforce Center (RCTC).

Services offered by Testing centers range from very limited to comprehensive. For example, Western Technical College’s Testing Services provides only disability accommodation testing and make-up testing. UW-Osh Kosh, on the other hand, offers extensive classroom testing (many instructors require all students to take the exam at the testing center), make-up exam testing, proctoring for distance learners, Computer Based Testing (CBT) for ETS, including the GRE, and administers over 20 other tests for testing companies. Disability accommodation testing is not part of their services. This division seems quite common, perhaps because the growth, legalities, and equipment needs involved in disability testing often justify it’s separation from other testing services.

The services offered will largely determine the budget of a testing center. For example, testing centers that only provide limited testing for enrolled students will usually receive their entire budget from institutional appropriations. Testing Centers that contract to administer multiple national tests, may be completely self-supporting, or generate a large percentage of their total budget. Osh Kosh, for example, generates over $63,000 yearly solely from its contact with ETS, which is approximately 1/3 of its total operating budget. However, institutions who aspire to have self-supporting testing centers must be willing to allocate significant amounts of specifically designed space and designated hardware in order to be rewarded testing contracts.

Despite the many difference found between testing centers, successful centers
have all developed policies and procedures that allow them to offer exemplary customer service and maintain test integrity. For example, they store all tests in a separate location from the test administration area. They require, and carefully check, valid photo identification before testing. They have well-developed websites which explain policies and procedures to faculty and students. For example, Western Technical’s webpage carefully explains to faculty that they will not proctor exams for whole classes, but will only proctor for individuals who missed the test due to an emergency. They take steps to avoid cheating, such as not allowing students to use any type of electronic devices (except approved calculators) in the testing area (for an eye opening look at cheating using IPODS and other devices to cheat see http://www.wikihow.com/Cheat-on-a-Test). Most provide lockers for students to store their belongings. Generally, undergraduate student employees are not utilized, in order to maintain test integrity. Exemplary testing centers make efforts to actively garner the support and involvement of the faculty and meet the needs of their various internal and external customers.

Recommendations

In general, while there appears to be evidence in support of the development of a testing center at WSU, space and resource limitations dictate a modest beginning, and necessitate thinking creatively to best utilize current resources to improve and, in some cases, expand the services offered. The physical centralization of Tutoring Services is not feasible at this time. The Space Utilization committee has indicated that there is currently no appropriate space to centralize all of the different services on campus. Additionally, with few exceptions, those offices or departments currently providing the services have well functioning procedures and feel that the testing service is a good fit
with their programs, space, and staffing. The exceptions are the Residual ACT exams currently being proctored by the Counseling Center, the CMST 191 test out, and the DANTES exam currently proctored by the Director of Admissions. These three areas have all indicated a desire to move these services to a testing center.

It appears to be more feasible to create a centralized source of information about Testing Services at WSU through the development of a comprehensive, regularly maintained website. Unfortunately, there is currently contradictory information on the WSU site. For example, a search for “CLEP” results in the Counseling Center site, where the list of CLEP exams accepted for credit appears was last updated in 2002 and appears to be incomplete. The Admissions site is also listed, which routes students to the MnCAS page which, although a bit difficult to navigate, appears to have an accurate list.

Other information is consistent, but difficult to find. For example, distance learners who are looking for test proctoring would find the information on the Library website, which may not be an intuitive place for them to look. Unfortunately, if they searched the WSU webpage using the keyword “testing” they would not find the distance proctoring services at all. To be honest, after ten years of working at WSU, (six of them in a department that handles a lot of general student queries) I was unaware this service was offered, and I found that many of my colleagues were also surprised by the information. The development of a testing website would aid in the training of faculty and staff during the conversion to Integrated Academic Services and provide a valuable resource to advisors working with students.

In addition to ensuring accurate, easy to find information about testing, the website could also promote some little known options for receiving credit, thereby
helping more students decrease the amount of time and money spent on their education. Many students appear to be unaware of the opportunity to earn credits by testing out of classes. For example, I recently worked with a non-traditional student who has been a member of a golf league for many years. He was pleased to learn that he could test out of the golf course, which was a much better use of his very limited time than enrolling in the course and duplicating an activity he was already doing.

An important piece of information crucial to this website is WSU Regulation Number 4-3. It appears that this regulation needs to be updated. The policy erroneously states that the CLEP exams are offered at WSU and encourages students to check the schedule on the Counseling Center Bulletin board. Even if the exams were offered at WSU, requiring students, especially those not currently enrolled, to physically go view a schedule is not the best way to make information available. The list of subject exams accepted for credit appears to be incomplete, and the scores listed as necessary to earn credit conflict with those described in MnSCU Procedure 3.33.1 College-Level Examination Program (CLEP) Credit:

“A college or university shall grant college credit to students who earn a score of 50 or higher on CLEP examinations, with the exception of Level 2 foreign-language examinations, for which a minimum score of 63 for German language, 62 for French language, and 66 for Spanish language is required.”

In general, the policy needs to be updated to comply with Subpart C of the aforementioned MnSCU procedure:

Subpart C. College or university responsibility. Each college and university shall develop and publish a CLEP policy and/or procedure, specifying how it will implement the provisions of Policy 3.33 and Procedure 3.33.1. The institutional policy shall include, but not be limited to, the following information:
• the list of available CLEP examinations;
• the minimum score level required for granting course credit, as established in Part 3 of this procedure;
• a list of courses determined to be equivalent to each CLEP examination and the number of credits granted for each course;
• a statement specifying that there is not a limit on course credits granted based on CLEP examination scores, except as noted in Part 6 of this procedure;
• information about CLEP examination sites with contact information and the cost of CLEP examinations. Minnesota CLEP examination sites can be found on the College Board website; and
• a statement of the means by which students are informed of and advised about the use of CLEP examinations, such as the college catalog, website, counseling and advising materials, and other resources.

While this information does appear scattered in various places on the WSU website (notably the Counseling Center and Admissions websites) the policy itself needs to be updated.

In addition to creating a clearinghouse for existing testing services, it is feasible to begin offering limited additional testing services on campus by sharing resources with Tutoring Services. As stated above, the combination of testing and tutoring services is not uncommon. The major advantage is that current space and staff resources could be utilized to offer this additional service to the faculty, staff, students, and community members.

Now that Tutoring Services has completed two years of L21/Innovation funded expansion, policies and procedures are in place and processes have been streamlined, resulting in greater staff efficiency. Furthermore, it appears likely that funding for tutoring will move from a year-to-year basis to a three year commitment, which will result in greater staff stability, and even greater efficiency. Therefore, new services could be added with the same staffing level. Additionally, tutoring primarily happens in the late afternoon and evening hours, so the tutoring space could be utilized in the
morning and early afternoon for test proctoring.

Efforts are currently being made to have the Tutoring Services staff moved to the library in order to better supervise the peer tutors, who are housed in Library 206. The move would also allow convenient test proctoring in Library 206, plus access to the electronic classroom, and also short-term borrowing of laptops from the information gallery. When the move is completed (possibly as early as August), make-up testing services, on-going placement testing, DRC overflow proctoring, and CLEP exams could be offered ten hours a week.

WSU should become a CLEP testing site. Currently, students have to travel to La Crosse or Rochester in order to take the exam. Both of these CLEP sites have seen an increase in the number of CLEP sites administered and support the establishment of additional sites in the area. In addition to Winona High and Cotter students, efforts could easily be made to encourage newly admitted, high achieving, WSU students from the region to take the CLEP exam at WSU. CLEP appears to be the ideal test to allow a laptop university, with no large computer labs, to offer Computer Based Testing (CBT). CLEP does not specify a minimum number of computer stations and they do not require that the testing room, staff, and computer be designated, so they can be used for other purposes. There is no charge to the institution for software and technical support, and the testing computer can also be used as the server. A desktop computer in the Academic Assistance Center could be utilized for administering single CLEP exams, and the Library’s faculty has agreed that the Electronic Classroom could be used to occasionally administer exams to larger groups, or alternatively, laptops could be checked out from the Information
Gallery to serve smaller groups. This service would not only serve WSU students and the community, it would generate income because WSU could charge a testing site fee of $20 per examinee.

It is further recommend that WSU also begin charging a $20 testing site fee when proctoring tests for distance learners enrolled in non-MnSCU institutions. Of 23 institutions who responded to a query about proctoring fees, all of them indicated they charge students from other institutions. Fees ranged from a flat $5 per test to $30 for the first 2 hours and $10 for each additional hour. The average charge was $19.50. Within MnSCU institutions, there does not appear to be a uniform policy on whether students from system institutions are charged the proctoring fee. For example, St. Cloud charges all students, whereas RCTC waives the fee for MnSCU students. Test administration fees should also be charged for the DSST exam. The current policy of not charging proctoring fees, in essence, uses tuition paid by our students to pay staff to provide a service to students attending competing institutions.

The revenue generated from these fees could be used to further develop testing services. For example, to install Foreign Language Placement software on more computers, allowing more students to be tested during June Registration. Revenue could also be used to purchase cameras so tests could be proctored remotely. In-room proctoring greatly limits the ability of staff to engage in other tasks (such as receiving and making phone calls) and therefore reduces productivity. A camera system allows staff from multiple locations to proctor exams, resulting in greater productivity and an expansion of the hours that testing services could be available. Media Services reports that a full camera monitoring system would cost $2000, however, they are
willing to providing in-kind funding by providing the camera, bringing the cost down to $500. In general, growth of the service could be matched to outcomes and income generated. Efforts could be made to promote testing services in the community, generating revenue and providing a valuable service. For example, because St. Mary’s awards credits for the DSST exam, but does not administer the site, collaboration could be formed to work with the Veterans Services office at St. Mary’s to promote the exam. Similarly, staff members from the Guidance Offices at both local high schools have expressed a willingness to collaborate with WSU to promote the CLEP exam.

Of course, if these recommendations are implemented, a careful assessment of the effectiveness of the changes is warranted. Visits to the testing web site should be tracked, amount of revenue generated, number of tests proctored, and satisfaction of students, faculty and staff using the services should be ascertained. Overall, by creatively utilizing existing resources to improve and expand tutoring services, WSU will be able to provide a valuable service to our students and the wider community.
NCTA Professional Standards and Guidelines

BACKGROUND AND PURPOSE
Standards for test centers were initiated by the MPACT Professional Development Committee as an outgrowth of discussions about test center certification. The committee agreed that standards needed to be developed before any such process could be considered. Test company and test center staff representing MPACT, SETA, and TACTP worked together to develop the standards. When MPACT became the National College Testing Association (NCTA) in Spring, 2000, the Standards and Guidelines were adopted as official policy of the organization. These standards and guidelines are intended to serve as a model for post-secondary test centers in the delivery of quality national testing services. They endorse requirements without directly enforcing them, allowing discretion appropriate to specific programs. The standards have been, and will continue to be updated by NCTA to reflect developments in testing operations. These standards have important benefits for all involved in the testing process:

Benefits for Examinees

- Enhance process and quality of test administration.
- Offer the best opportunity to demonstrate knowledge, potentially improving the accuracy of test results.
- Improve access to computerized testing.

Benefits for Test Companies (any organization that contracts with test centers to administer tests)

- Promote standardized testing environments.
- Facilitate and simplify test site selection process by encouraging a pool of test centers that adhere to established standards.
- Improve communications with test centers by clarifying roles and expectations.
- Provide test company clients with a set of professional standards and guidelines.
- Promote a multi-user environment so that test centers may be compatible with the specifications of a variety of test companies.
- Raise the awareness of all parties regarding appropriate testing conditions and procedures for standardized testing.
- Provide guidelines that may be applied to test centers not on college campuses.

Benefits for Test Centers

- Enhance professional stature of test center and staff.
• Provide a single set of criteria, written by testing professionals of varying levels and perspectives, lessening need to monitor and adhere to multiple sets of standards.
• Offer the opportunity to serve many testing companies and a wide variety of examinees in the delivery of computer-based testing services.
• Improve communications with test companies by encouraging more direct contact.

Benefits for Institutions

• Provide guidelines for professional testing services that reflect positively on the institution.
• Enhance stature and visibility of the institution in the community.
• Increase enrollment by providing quality testing services to potential students.
• Enhance the institution's mission and standards.

Benefits for NCTA

• Offer an opportunity to develop a formal training program for members.
• Provide interaction with non-member test centers and staff, increasing organizational resources.
• Show that enhancement of professionalism in the field of testing is a primary purpose of NCTA.
• Increase value of belonging to an association with professional standards, potentially increasing membership.

I STANDARDS FOR TEST CENTERS

The standards in this document are organized into five sections: Policy, Contractual Agreements, Staffing, Institutional Representation and Coordination, and Physical Environment. Certain items pertain to computer-based testing only. If CBT is not specified, items cover both paper-based and computerized testing:

A. POLICY: Test Centers must adhere to general policies which promote high quality operations, ethical practices as outlined in the Code for Fair Testing Practices in Education, professional mandates, and policies consistent with their institutions and NCTA. They must:

1. Develop and implement a mission statement consistent with the policies and standards set forth in this document.

2. Operate with adequate financial resources to support the mission of the testing program.

3. Maintain adequate physical facilities and location suitable to the requirements of the testing program.
4. Operate in a diligent manner to promote honesty, integrity, and fairness in all testing procedures.

5. Operate under the guidelines of equal opportunity, affirmative action, and the Americans with Disabilities Act (ADA), and other local, state, and federal regulations.

6. Protect the integrity of the test.

7. Protect the confidentiality and rights of privacy of examinees and staff.

8. Adhere to program requirements of testing companies in the administration of specific tests.

9. Adhere to requirements and policies of their institutions in the administration of classroom exams and other assessments.

10. Treat examinees in a fair, courteous, professional, and nondiscriminatory manner.

11. Address examinee concerns with empathy while maintaining the integrity of the administration.

12. Make referrals to other campus offices and testing resources, as needed, to provide students and clients with the most appropriate services of the institution and community.

13. Develop and implement appropriate guidelines for test center operations and staff training.

14. Evaluate the testing program in an on-going, systematic, and comprehensive manner.

B. CONTRACTUAL AGREEMENTS: Testing companies will send contracts to test centers to establish agreements for test delivery services. Specifics must be disclosed to test centers in advance to allow for any exceptions or special agreements to be negotiated. Contracts may be signed by the test center manager or another designee of the institution. Honorarium payments, reservations systems, and other aspects of business between the test center and test company will be covered by individual contract for computerized testing. For paper-based testing, some items will be covered in program manuals.

1. Payment for the delivery of testing services may be to the test center/institution, to individuals, or to both, as agreed to by the test center and test company.

2. Billing units, i.e., per testing hour, per test, per test session, are determined by agreement between the test center and the test company.
3. A mandatory token payment system will be in place, the specifics to be agreed upon in advance by test center and test company:
   a. For paper-based testing, all staff hired for testing will be paid a token honorarium if no examinees appear for testing.
   b. For computer-based testing, centers will be paid full honorarium for all no-show appointments and for late cancellations, i.e., those made past the cancellation deadline.

4. For computer-based testing, reservations may be handled locally or by a central reservation system, as specified by contract.

5. The testing company will cover any potential liability issues that arise from the implementation of their procedures and regulations, assuming test center staff carry out these procedures according to program requirements.

C. STAFFING: A number of people may be involved in the setup and administration of tests. These may include regular staff of the institution and/or staff hired only for particular testing situations. In all cases, regardless of how specific tasks are divided, one person must be accountable.

1. The Testing Operations Manager is the primary institutional contact with the testing company and is ultimately responsible for the appropriate administration of testing programs. S/he coordinates all test administrations and may serve as test administrator or may hire others for test day administration. The Testing Operations Manager:
   a. Is an employee of the institution.
   b. Serves as administrator of record with test companies.
   c. Actively manages the overall testing program and procedures, though not necessarily acting as on-site supervisor.
   d. Is knowledgeable about test policies and processes.
   e. Is informed about all incidents occurring during testing, e.g. irregularities, facilities problems, examinee or staff concerns.
   f. Maintains direct contact with test company personnel.
   g. Fulfills test company requirements for each program.
   h. Maintains adequate staff to cover testing program demands.
   i. Has ultimate responsibility for the test administration, including adherence to all standards in this document.
   j. Participates in professional development activities to stay current with trends in testing.
   k. Conducts training for testing personnel, both part-time and full-time, to include all aspects of test administration, including management of emergency situations such as fire or illness.
   l. Evaluates the program and all testing staff at predetermined, regular intervals.
2. The Testing Operations Manager is responsible for appropriate contact and coordination with faculty and departments at the institution that use test center services, although daily contact with institutional personnel may be performed by other test center staff. The Testing Operations Manager:

   a. Is an employee of the institution.
   b. Actively manages the overall testing program and procedures, though others in the test center may have more regular contact with institutional faculty and department personnel.
   c. Is knowledgeable about test policies and processes.
   d. Is informed about all incidents occurring during testing, e.g. irregularities, facilities problems, examinee or staff concerns.
   e. Fulfills requirements for departmental or institutional testing, or informs faculty or department of limitations of service.
   f. Maintains adequate staff to cover testing demands.
   g. Has ultimate responsibility for the test administration, including adherence to all standards in this document.
   h. Conducts training for testing personnel, both part-time and full-time, to include all aspects of test administration, including management of emergency situations such as fire or illness.
   i. Evaluates the program and all testing staff at predetermined, regular intervals.

3. Test day administrators, room supervisors, and proctors may be regular staff of the institution, student employees, or on-call workers hired just for testing. Testing Operations Managers must avoid the reality or perception of conflicts of interest in the selection of staff. Particular attention must be paid to test company or institutional requirements for specific programs with regard to teaching in the content area of the test, test preparation activities, or inappropriate staff exposure to the test material. Efforts should also be made to hire staff reflective of the ethnicity and gender of the population being tested. It is imperative that test day staff:

   a. Attend general proctor or supervisor training.
   b. Proctor tests before becoming a room supervisor for national exams.
   c. Understand the concepts of institutional or standardized testing, the importance of test security, and the implications of testing irregularities.
   d. Read the manual for national exams prior to the test date, thoroughly reviewing specific program policies and procedures. For institutional testing programs, staff must be thoroughly informed about testing procedures.
   e. Be reliable, punctual, detail-oriented, and able to deal effectively with people in difficult situations.
   f. Undergo performance evaluation at regular intervals.
4. Office staff, secretaries, and student personnel of the testing center often assist with various aspects of the test administration process. It is essential that these staff members:
   
   a. Understand the requirement for security of test materials and examinee information.
   b. Assist Manager with assigned responsibilities.
   c. Review test procedures related to their assigned duties.
   d. Undergo performance evaluation at regular intervals.

D. INSTITUTIONAL REPRESENTATION AND COORDINATION: The Test Operations Manager is responsible for advocating for the needs of the testing program with the administration of the institution. In addition, test center personnel are encouraged to make formal and informal connections across the campus for the purposes of informing others about testing services, to promote appropriate interaction between the test center and other institutional departments, and to assure effective facilitation of test administration. Institutional representation and coordination are intended to establish and maintain administrative support for testing functions and increase the level of visibility on campus and in the community.

   1. The testing program will be represented at various levels within the organizational structure. As needs are identified, the program will make these needs, and the resources required, known to the appropriate personnel and offices in the institution.

   2. To develop an effective communication network with departments that provide campus services, test centers must:
      
      a. Develop working relationships with campus resource personnel who authorize access to appropriate facilities.
      b. Coordinate with other significant institutional departments to assure all relevant services are provided. Call and/or meet with department contacts, e.g., Facilities Management, Public Safety, Energy Management, Buildings and Grounds, Plant Operations, Mail Center, to assure that buildings and rooms are unlocked, temperature systems are in place, special equipment is available and functioning, setup is appropriate, etc.
      c. Communicate assessment goals and objectives across the campus and in the community.

   3. To implement appropriate public relations activities on behalf of the test center, it is important to:
      
      a. Heighten awareness of the test center and its services by providing accurate, up-to-date information via flyers, brochures, newsletters, web pages, correspondence, etc.
b. Encourage appropriate use of testing services.

4. To achieve efficient, reliable, and timely test administration of current or prospective students of the institution (placement exams, institutional national exams, credit by exam, and classroom testing), test centers must:

   a. Develop effective working relationships with faculty and institutional departments.
   b. Collaborate and communicate with faculty and academic departments about policies and procedures for the administration of classroom exams and other assessments.
   c. Maintain appropriate records (e.g. test tracking logs, program statistics, and exam scores).

E. PHYSICAL ENVIRONMENT: The location, space, and layout of the testing center are vital to the accomplishment of its mission. In addition, the conditions under which tests are handled, stored, and administered are extremely important. The standardization of these conditions is essential to the integrity of every test administration.

   1. To assure security of materials, the area where test materials are stored must:

      a. Be locked with no insecure points of access, e.g., windows, transoms, false ceilings, etc.
      b. Have access limited to key testing personnel.

   2. At the test site, the Testing Operations Manager and/or staff must:

      a. Maintain a distraction-free testing environment; anticipate outside factors that may divert the attention of examinees, and take action to avoid these.
      b. Consider room temperature; attempt to correct as needed.
      c. Assure adequate lighting (using established guidelines).
      d. Provide adequate test room(s)/space for given volume.
      e. Provide seating and writing surfaces appropriate for test volume, test materials, candidate characteristics, ADA, and other special requirements.
      f. Seat examinees according to company specification, to limit their view of others' work.
      g. Check facility to assure readiness for testing.
      h. Have backup plans in case of emergency or problem, if possible. Contact company about shift to any backup plan.

   3. Access to the test site requires that:

      a. Adequate parking is available.
      b. ADA requirements are met.
4. Special Accommodations:
   a. Test centers will provide testing to persons with disabilities, with accommodations approved by test companies, if possible.
   b. If the accommodation requires only a modification that will not disturb others, such as a pillow or an oversized table, the person may be tested in a room with other examinees.
   c. If the accommodation requires extra time and/or any accommodation(s) that may distract other examinees, such as reading aloud, a separate room will be provided, if available.
   d. For computerized testing: If a separate room is required but not available, the test center will attempt to schedule the test outside of regular testing hours, so the entire center does not need to be shut down. If this is not possible, then the room will be used only for the accommodated testing, and the test company will pay for a minimum number of test stations, as specified by contract between the test center and test company.

5. Computer-Based Testing: Equipment and Space
   a. Hardware and software requirements for computerized testing will be set at a basic level that allows usage by multiple testing company programs. Test companies wanting to utilize CBT centers are responsible for coordinating efforts among themselves to assure compliance with established base level requirements and adhere to accepted testing standards and practices.
   b. Specific equipment may be dedicated for use by one company's programs or, if agreed to by test center and companies, some equipment may be designated for use by multiple companies.
   c. Testing space may be utilized by multiple test companies, either simultaneously or at different times, as desired by test centers, provided that companies' requirements meet basic standards for its use and test centers comply with test program requirements.

II GUIDELINES FOR TEST CENTERS
The procedural guidelines listed here are intended to be standards of achievement; they are listed as objectives rather than instructions for specific tasks, e.g., "time test accurately" rather than "keep timing using [specific] method." Although they parallel much of the procedural content from many test manuals, they are not totally reflective of these. They are generic enough to conform to requirements of all test companies, referring to the manual ("according to program requirements") where compliance with the standard is defined by adherence to the company's stated procedure.

A. PAPER-BASED TESTING

1. Before the test, the Testing Operations Manager and/or staff:
a. Schedule adequate number of trained staff, per program requirements; have backup available, if possible.
b. Perform check of testing facilities and equipment for operating condition and security. Check rest rooms for security.
c. Receive/count materials; reconcile discrepancies.
d. Divide materials per room assignments.
e. Store materials securely.
f. Prepare staff for administrations with thorough review of manual.
g. Assure that all necessary equipment is in proper working order.
h. Make appropriate campus contacts.
i. Communicate necessary information to examinees.
j. Assure proper reporting address on roster; reconcile errors.
k. Display directional signs and room assignments on test day.

2. To facilitate the admitting process, test day staff:
   a. Admit examinees according to program requirements.
   b. Assign seats randomly according to program specifications.
   c. Call test company to resolve discrepancies.

3. To assure the best possible testing conditions during the administration and to assure standardization of the exam, test day supervisor and staff:
   a. Make general housekeeping announcements (location of rest rooms, etc.).
   b. Actively proctor test; take short breaks to assure alertness, but never leave a room unsupervised.
   c. Maintain security of materials; watch exits, especially near break times.
   d. Observe examinees without being obtrusive.
   e. Report and handle irregularities according to program requirements.
   f. Complete paperwork/seating chart.
   g. Distribute and collect materials individually, and reconcile counts at all times.
   h. Assist with questions and completion of answer sheet information.
   i. Read instructions clearly and verbatim. Answer examinee questions accurately.
   j. Assure accurate timing.
   k. Call company immediately, if necessary, to resolve questionable situations.

4. Following the test, the Testing Operations Manager and/or test day staff:
   a. Count and secure materials before dismissing examinees.
   b. Prepare reports/paperwork (vouchers, forms, etc.).
c. Arrange pickup/shipping, as necessary (according to company specifications and local system).

d. Retain test administration documents (i.e. rosters, seating charts, vouchers, reports) for at least one year.

e. Follow up on payments from test company, if necessary.

f. Handle staff questions and problems.

B. COMPUTERIZED TESTING

1. Before the test, the Testing Operations Manager and/or staff:

   a. Schedule adequate number of trained staff, per program requirements; have backup available.

   b. Unlock facilities; perform check of testing facilities and equipment for operating condition and security. Check rest rooms for security.

   c. Start administration computer and examinee work stations.

   d. Procure needed materials from secure storage based on daily roster.

   e. Complete necessary forms, prepare scratch paper packets, and assure that special equipment is in working order.

   f. Prepare and test video, audio, and imaging systems.

   g. Call technical support, if needed, to resolve system problems.

2. To facilitate the admitting process, test day staff:

   a. Start video and/or audio recording, if required.

   b. Direct examinees to location for storing non-testing items.

   c. Admit and sign in examinees according to program specifics.

   d. Collect required authorizations, vouchers, and forms.

   e. Obtain fingerprints, if required.

   f. Perform computer check-in functions based on program requirements.

   g. Capture examinee's image on computer when required. If this procedure fails, follow program guidelines.

   h. Read general and specific program instructions to each examinee.

   i. Distribute ancillary materials, e.g., scratch paper.

   j. Activate computer routines, as required by program.

   k. Escort examinees to work stations, and obtain verification of examinee and exam information.

3. To assure the best possible testing conditions during the administration and to assure standardization of the exam, test day supervisor and staff:

   a. Maintain security of exam questions, software, and equipment by monitoring examinees through glass viewing window, on video monitors, and/or by proctoring, according to program
requirements. Restrict testing room access to examinees and testing staff.

b. Perform required computer system functions, as needed.
c. Handle questions and problems regarding procedures and directions only.
d. Assure accurate timing when indicated by specific program requirements, e.g., handwritten essays or special administrations.
e. Monitor scheduled and unscheduled examinee breaks.
f. Manage and report irregularities when they occur.
g. Provide breaks for testing staff.

4. At the end of an exam, test day staff:

a. Collect and verify materials and supplies.
b. Perform examinee-related procedures specific to program, e.g., have examinees sign out, score test, if required.
c. Ensure confidentiality of exam results, if discussed with examinee.
d. Perform required system functions at individual workstation to end exam.

5. Following the test, the Testing Operations Manager and/or staff:

a. Reconcile materials based on exam/examinee counts.
b. Sort, label, and store materials.
c. Complete forms and send materials according to program specifics.
d. Retain and store copies of completed test session forms.
e. Inventory and order forms, as needed.
f. Perform end of day procedures.
g. Lock facilities.
h. Complete and send materials and forms on weekly or monthly basis, depending on program specifics.
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